

# EMS Officer I

## Module 2

# Chapter 7

## Leading the EMS Team

# EMS Officer I Objectives

- Describe leadership in routine situations.
- Describe the leadership challenges related to the EMS station work environment.
- Describe the leadership challenges related to the volunteer EMS agencies.

# Introduction

Leadership is “the process by which a person influences others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.”

# Introduction

Leadership attributes:

- Beliefs
- Values
- Ethics
- Character
- Knowledge
- Skills



# Introduction

The position of EMS officer confers authority, but does not make a person a leader.

- Bosses tell people to accomplish a task.
- Leaders make people want to achieve goals and objectives.

# The EMS Officer as a Follower

- Leaders can be effective only to the extent that others are willing to accept their leadership.
- An EMS officer has to be both a leader and a follower.

# Leadership Styles

## Autocratic

- Iron-hand approach
- Used when the EMS officer needs to maintain high personal control of the group





# Leadership Styles

## Democratic

- Consultative approach
- Used when:
  - Planning a project
  - Developing a daily work plan



# Leadership Styles 3 of 4

## Democratic (2 of 2)

- Specialized EMS agencies often use this approach when faced with an unusual emergency situation.
  - Execution of the plan often involves an autocratic command style.

# Leadership Styles

## Laissez-faire

- Free-rein style
- Effective when:
  - Working with experienced EMS providers
  - Handling routine duties

# Power

Power - the capacity of one party to influence another party.

One of the first works on management of power was Machiavelli's *The Prince*, published in 1532.

# Power

French and Raven's power types:

- Legitimate power
- Reward power
- Expert power
- Referent power
- Coercive power

# Power

Gary A. Yuld divided French and Raven's types into two categories:

- Personal power
- Positional power

Yuld added two more categories:

- Information power
- Ecological power

# Leadership in Routine Situations

- Most EMS officer leadership activity is directed toward routine situations.
- This includes being well prepared to perform in emergency situations.

# Leadership in Routine Situations

- Effective EMS officers use a participative form of leadership.
- The officer must have discretion regarding when, how, and by whom assignments are carried out.



# Emergency Scene Leadership

The EMS officer must handle emergencies effectively.

- The EMS officer has direct leadership responsibility for his or her crew.
- The first-arriving EMS officer has additional incident command responsibilities.

# Methods of Assigning Tasks

- The EMS officer's primary responsibility is to the providers under his or her command.
- The EMS officer should develop a consistent approach to emergency activities.
- SOPs must be followed.

# Methods of Assigning Tasks

- Pre-assignment: Allows the officer to make fewer decisions during emergency
- Assigning on the scene: Reduces unnecessary efforts

# Critical Situations

- Dangerous situations can develop suddenly during incident operations.
  - An autocratic leadership style is necessary when immediate action is required.
- After every incident, the EMS officer should review the event.

# Dispatch Center

The first-arriving EMS officer at an incident describes the conditions to dispatch.

- The content of this report must comply with departmental operating procedures.
- This verbal picture establishes the tone for the incident.

# Dispatch Center

## Elements of a radio report:

- Identification of the arriving company
- Brief description of the incident
- Brief description of action to take
- Declaration of the strategy to be followed
- Any obvious safety concerns
- Command identification and location
- Request or release of resources

# Other Responding Units

- The first-arriving officer provides leadership and direction to responding units.
- The EMS officer must demonstrate the ability to control the situation.

# Leadership Challenges

The EMS officer faces two unique challenges:

- The EMS station as a work location
- Leading volunteer EMS agencies



# EMS Station as Municipal Work Location

Providers think of the station as a “home away from home.”

- This view promotes bonding but can produce various productivity problems.
- The EMS officer must maintain order.

# EMS Station as Municipal Work Location

Two general rules for nonemergency activities:

- Do not compromise the EMS Agencies ability to respond to emergencies.
- Do not jeopardize the public's trust in the EMS agency.

# Leadership in the Volunteer EMS Agencies

- Requires even greater reliance on leadership skills
- The EMS officer must:
  - Promote the satisfaction of every member
  - Be alert for issues that could create conflict

# Leadership in the Volunteer EMS Agencies

Four phases of volunteer participation:

- Large loss of applicants during training
- Small loss during the probationary period
- Moderate to high loss between the third and sixth years of membership
- Recommitment between the 15th and 18th years of membership

# Summary

- Power does not make you a leader—it makes you a supervisor.
- Effective leaders are good followers.
- Three situational leadership styles are typically used: autocratic, democratic, and laissez-faire.

# Summary

- Types of power may be categorized using several different methods.
- Most EMS officer leadership activity is directed toward routine objectives.
- A core responsibility of a EMS officer is to handle emergencies effectively.

# Summary

- An EMS officer must use autocratic leadership when immediate action is required.
- The first-arriving unit needs to describe current conditions to dispatch.
- The EMS agency environment can produce productivity problems.

# Summary

- An EMS officer must balance the expectations of the employer with the realities of a EMS station work environment.
- Pride, group identity, and personal commitment are factors that keep volunteers active and loyal.



# Chapter 8

## Training and Coaching

# EMS Officer I Objectives

- Discuss the role of training in the EMS service.
- Discuss the EMS officer's role in training EMS providers.
- Describe the four-step method of instruction.

# EMS Officer I Objectives

- Describe on-the-job training and the order in which skills must be taught.
- Describe how to develop a specific training program.

# Introduction

Training and coaching are core EMS officer tasks.

- **There are national EMS Instructor Qualifications**
  - DOT/NHTSA 2002 National Guidelines for Educating EMS Instructor
  - National Association of EMS Educators (NAEMSE) EMS Educator Course
  - National Association of State EMS Officials (NASEMSO) EMS Instructors Qualifications
- However, the qualifications are not consistent from state to state

# Overview of Training

Training ensures that:

- Every provider can perform competently.
- Every EMS crew is prepared to operate as a team.

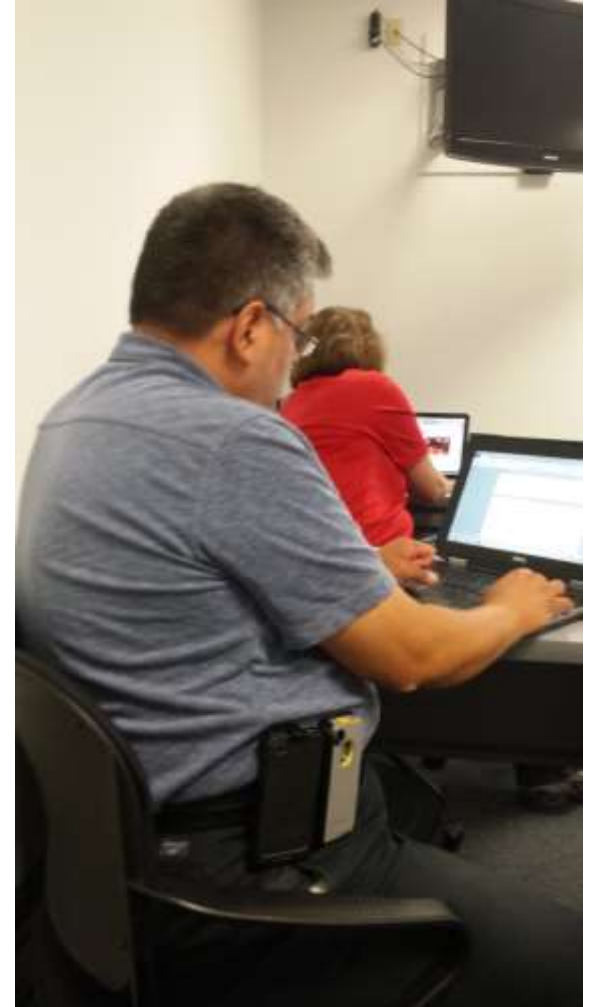
# Overview of Training

Training needs to emphasize:

- Situational Awareness
- Critical Thinking



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# Overview of Training

- Initial training leads to basic skill certification.
- Most providers work toward achieving higher levels of certification.



# Overview of Training

- A provider may be required to achieve additional qualifications.
- Several components of training occur under the supervision of EMS officers.
- Multi-Agency drills should be conducted periodically to ensure team work.



# EMS Officer Training Responsibilities

- Provide training to subordinates
- Four-step method of skill training:
  - Originated during World War I

# Step 1: Preparation

- The EMS officer conducts training to maintain proficiency of core competencies.
- Indications that more training is needed:
  - Near miss
  - Incident scene problem
  - Observed performance deficiency

# Step 1: Preparation

- If necessary, the EMS officer writes a lesson plan.
  - Break the topic down into units.
  - Show what to teach, in which order, and exactly which procedures to cover.
  - Use a guide to help accomplish the objective.



# Step 1: Preparation



Central Shenandoah EMS Council

## Lesson Plan

<b>Instructor Name:</b>	John Doe
<b>Date of Class:</b>	January 1, 2013
<b>Lesson/Class Topic:</b>	Allergic Reactions
<b>Time Required for Lesson:</b>	3 hours
<b>Cognitive Objective(s):</b>	<ol style="list-style-type: none"><li>1. Discuss the pathophysiology of allergy and anaphylaxis.</li><li>2. Describe the common routes of substance entry into the body.</li><li>3. Define allergic reaction, anaphylaxis, antibody, antigen, natural and acquired immunity, and allergen.</li><li>4. List common antigens most frequently associated with anaphylaxis.</li><li>5. Describe the physical manifestations of anaphylaxis.</li><li>6. Identify and differentiate between the signs and symptoms of an allergic reaction and anaphylaxis.</li><li>7. Explain the various treatment and pharmacological interventions used in the management of allergic reactions and anaphylaxis.</li><li>8. Correlate abnormal findings in assessment with the clinical significance in the patient with an allergic reaction or anaphylaxis.</li></ol>
<b>Psychomotor Objective(s):</b>	<ol style="list-style-type: none"><li>1. Given several pre-programmed and moulaged patients, provide the appropriate assessment, care, and transport for the allergic reaction and anaphylaxis patient.</li></ol>
<b>Affective Objective(s):</b>	<ol style="list-style-type: none"><li>1. N/A</li></ol>
<b>Prep/Lead-In:</b>	<p>Prior to this class session, assign a few students to take a field trip to a local department store or pharmacy. Instruct students to make a list of all the over-the-counter antihistamine products. This list should include products that are specifically antihistamines, as well as the "shotgun" medications that include antihistamines with other ingredients, such as decongestants, cough suppressants, and so forth. Discuss the prevalence of these products related to the number of people who have allergies.</p> <p>Poll the class and ask students what allergies they have. Ask them to classify their treatment (e.g., OTC medications, prescription medications, "allergy shots," etc.). If any student has a severe allergy, ask him/her to relate their symptoms and treatment the last time they were exposed to the allergen. You will find a wide variety of signs and symptoms, ranging from simple airborne allergic reactions (itchy, watery eyes, runny nose, and sneezing) to reactions to ingested or injected allergens (itching, hives) to severe allergic reactions (airway swelling and signs and symptoms of shock) as in anaphylaxis. Stress the number of substances that can cause allergic reactions and the severity of anaphylaxis.</p>
<b>Evaluation:</b>	Use the quiz #1 and the case study #2 to evaluate student understanding of this topic.
<b>Remediation/Enrichment:</b>	If classroom discussion or student performance in evaluation activities

# Step 1: Preparation

Make sure the environment is conducive to adult learning.



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# Step 2: Presentation

- Lecture or instructional portion
- The EMS officer demonstrates a skill
- A lesson plan allows the EMS officer to stay on topic.

# Step 3: Application

- The EMS Provider demonstrates the task or skill.
- The EMS officer should provide immediate feedback.



# Step 4: Evaluation

- May be written or practical examination
- The EMS officer can be sure training has occurred when there is an observable change in the provider's performance.



# Ensure Proficiency of Existing Skill Sets

- Some agencies have a standard set of competencies.
- The EMS officer must invest some training time practicing these skill sets.
- Some practice sessions should be performed wearing proper PPE.

# Mentoring

- A more experienced person helps a less experienced person.
- Qualities of an effective mentor:
  - Desire to help
  - Current knowledge
  - Effective coaching, counseling, facilitating, and networking skills

# Provide New or Revised Skill Sets

- Requires more time than maintaining proficiency of existing skills
- Lectures or video presentations should be kept to a minimum and move to more hands-on examples.
- Practice new skills by encouraging adventure, challenge, and competition.

# Ensure Competence and Confidence

The EMS officer works as a coach when providing training.

- First, team members learn basic skills.
- Then, the coach works with them to build competence and confidence.

# Ensure Competence and Confidence

Many EMS providers tasks involve psychomotor skill sets:

- Initial
- Plateau
- Latency
- Mastery

# Ensure Competence and Confidence

To bring EMS Providers to the mastery level, the EMS officer must work every day to reinforce skills.



# When New Member Training Is On-the-Job

- Many departments require members obtain EMT certification before responding in the field.
- EMS Officers have special responsibilities when operating with:
  - Inexperienced EMS providers
  - EMS providers in training

# Skills That Must Be Learned Immediately

- Blood borne pathogens
- Equipment knowledge
- National Incident Management System Emergency scene awareness
- HIPPA



# Skills Necessary for Staying Alive

- EMS Safety:
  - Scene evaluation
  - Hazard identification
  - Communications
  - Safe Driving

# Skills Necessary for Staying Alive

- Crashes and medical emergencies:
  - Proper Standard precautions
  - Risk of injury during care to MVC patient
  - Outside circle activities on a crash extrication
  - Helicopter landing zone procedures
  - Assisting ALS providers

# EMS Officer Preparation Responsibilities

Training action plan includes:

- Development of a training objectives
- Necessary resources and equipment
- Proper time and setting

# Developing a Specific Training Program

- The EMS officer may need to develop a specific training program not covered by the existing certification program.

Example:

Work improvement plan, training related to new device or procedure

# Developing a Specific Training Program

Five steps:

- Assess needs.
- Establish objectives.
- Develop the training program.
- Deliver the training.
- Evaluate the impact.

# Summary

- Training and mentoring are core EMS officer tasks.
- EMS training must anticipate high-risk situations, urgent time frames, and difficult circumstances.
- An EMS officer must be prepared to conduct company-level training.

# Summary

- The four-step method: preparation, presentation, application, evaluation.
- Many skill practice sessions should be performed while wearing full PPE and operating within a realistic situation.
- Mentoring: A more experienced person provides a learning environment.

# Summary

- Teaching new skills takes more time than maintaining proficiency of skills.
- There are four psychomotor skill levels: initial, plateau, latency, and mastery.
- Federal regulations govern Emergency Services training.



# Summary

- Once skills that must be learned are covered, concentrate on skills that will keep the EMS provider safe.
- The EMS officer may need to develop a training program or ensure that training is completed.

# Chapter 9

## Evaluation and Discipline

# EMS Officer I Objectives

Discuss the purpose of evaluations.

Discuss the role of documentation and record keeping for evaluations and discipline.

Describe methods of positive discipline.

# Introduction

Evaluation and discipline are essential components of a providers development.

- The EMS officer conducts regular evaluations of job performance, behavior, and problem resolution.

# Introduction

Discipline can be positive or negative.

Discipline should be progressive.

Some problems may lead to immediate suspension.

# Evaluation

The EMS officer conducts regular evaluations of personnel performance:

- Helps ensure each EMS provider knows what is expected of him or her
- Helps the EMS provider know where he or she stands relative to expectations

# Evaluation

The evaluation process helps the EMS provider:

- Set goals for professional development
- Set goals for performance improvement
- Have the motivation to perform at the highest possible level

# Evaluation

Many career EMS agencies require an annual performance evaluation.

In volunteer departments, the procedure may be less structured, but is otherwise equivalent.



# Starting the Evaluation Process

The EMS officer has a special responsibility when starting the evaluation process with a new provider.

- Determine skills, knowledge, aptitudes, strengths, and weaknesses.
- Set expectations.

# Probationary Period

Most agencies include in-station training as part of the probationary period.

Structured probationary programs require the EMS officer to complete regular evaluation.

# Providing Feedback After an Incident or Activity

Performance evaluation should be continuous.

Feedback is most effective when delivered as soon as possible after an incident.



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# Discipline

Discipline is a moral, mental, and physical state in which all ranks respond to the will of the leader.



# Discipline

- Discipline may be positive or negative.
  - Positive discipline: Encouragement of appropriate behavior or performance
  - Negative discipline: Punishing inappropriate behavior or performance

# Positive Discipline: Reinforcing Positive Performance

Directed toward motivating individuals to meet or exceed expectations

- Establish a set of expectations.
- Recognize improved performance and reward excellent performance.

# Positive Discipline: Reinforcing Positive Performance

An EMS officer should  
“walk the talk.”

- Commit to department goals and objectives
- Participate in activities that are expected of EMS providers



# Empowerment

Empowerment - one of the most effective strategies in positive discipline.

The EMS officer aids personnel in learning how the agency works.

The EMS officer identifies the tools that others have used to achieve success.



# Oral Reprimand, Warning, or Admonishment

First level of negative discipline

Will often suffice to correct behavior

- If not, the EMS officer must determine whether the provider is:
  - Unable to meet the required performance
  - Unwilling to perform

# Informal Written Reprimand

Some EMS agencies require the EMS officer to use a standard form.

- Ensures that all of the requirements are covered
- Allows the EMS provider to understand that this is a disciplinary issue

# Documentation and Record Keeping

Rules usually require all of the official records of personnel to be in a secured central repository.

Some agencies maintain a second personnel file at individual stations.

# Summary

Supervision of providers requires conducting regular evaluations.

Provider evaluations should be an ongoing process. The annual evaluation is a formal written documentation.

The EMS officer must set specific expectations for each new provider.

# Summary

Regular feedback should be given.

The EMS officer builds discipline by training, using rewards/punishments, instilling confidence in team leaders, and creating a collective will.

Positive discipline is directed toward motivating individuals and groups.

# Summary

Rules usually require the official records of an employee's work history to be stored in a secured central repository.